

**FAIRFIELD MIDDLE**  
728 US HWY 321 Bypass South  
Winnsboro, South Carolina 29180

**GRADES** 7-8 Middle School

**ENROLLMENT** 601 Students

**PRINCIPAL** Teresa Hancock 803-635-4270

**SUPERINTENDENT** Dr. Walt Tobin, Transitional Superintendent 803-635-4607

**BOARD CHAIR** Ms. Annie E. McDaniel 803-635-6894

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**UNSATISFACTORY**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	27	12

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 10 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

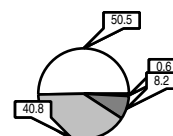
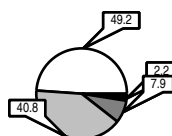
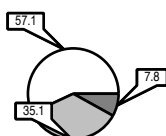
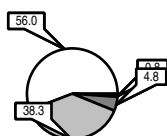
**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Unsatisfactory	Below Average	N/A
<b>2002</b>	Unsatisfactory	Unsatisfactory	N/A
<b>2003</b>	Unsatisfactory	Unsatisfactory	No
<b>2004</b>			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Our School****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

 **Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

 **Proficient**

Well prepared to work at next grade level; met expectations

 **Basic**

Met standards; minimally prepared, can go to next grade level

 **Below Basic**

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
<b>Number of surveys returned</b>	43	246	80
<b>Percent satisfied with learning environment</b>	42.9%	57.6%	60.3%
<b>Percent satisfied with social and physical environment</b>	58.1%	66.0%	58.1%
<b>Percent satisfied with home-school relations</b>	14.3%	86.5%	53.2%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	591	97.1	57.1	35.1	7.8	N/A	7.8	17.6
Gender								
Male	302	96.4	67.7	28.0	4.3	N/A	4.3	17.6
Female	289	97.9	46.7	42.1	11.2	N/A	11.2	17.6
Racial/Ethnic Group								
White	65	95.4	33.3	52.1	14.6	N/A	14.6	17.6
African-American	519	97.5	59.7	33.4	6.9	N/A	6.9	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	7	85.7	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	465	98.5	53.0	38.1	9.0	N/A	9.0	17.6
Disabled	126	92.1	79.7	18.9	1.4	N/A	1.4	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	591	97.1	57.1	35.2	7.6	N/A	7.6	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	591	97.1	57.0	35.2	7.8	N/A	7.8	17.6
Socio-Economic Status								
Subsidized meals	475	96.8	59.7	34.0	6.2	N/A	6.2	17.6
Full-pay meals	116	98.3	43.7	41.4	14.9	N/A	14.9	17.6

Mathematics								
All students	591	97.8	56.0	38.3	4.8	0.8	5.6	15.5
Gender								
Male	302	97.0	62.1	33.2	3.0	1.7	4.7	15.5
Female	289	98.6	50.0	43.4	6.6	N/A	6.6	15.5
Racial/Ethnic Group								
White	65	98.5	40.0	52.0	4.0	4.0	8.0	15.5
African-American	519	97.9	58.1	36.7	4.7	0.5	5.2	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	7	85.7	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	465	98.5	50.6	42.7	5.7	1.0	6.7	15.5
Disabled	126	95.2	84.4	15.6	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	591	97.8	55.8	38.5	4.8	0.8	5.7	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	591	97.8	55.9	38.4	4.8	0.8	5.6	15.5
Socio-Economic Status								
Subsidized meals	475	97.9	57.8	37.3	4.4	0.5	4.9	15.5
Full-pay meals	116	97.4	46.6	44.3	6.8	2.3	9.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	303	N/A	55.7	35.2	8.7	0.3	9.1
	Grade 8	275	N/A	55.3	32.7	10.5	1.6	12.1
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	292	95.9	56.1	33.3	10.5	N/A	10.5
	Grade 8	299	98.3	58.2	36.8	5.0	N/A	5.0

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	303	N/A	69.6	25.6	3.8	1.0	4.8
	Grade 8	275	N/A	61.3	35.2	2.7	0.8	3.5
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	292	96.9	58.3	33.8	6.7	1.3	7.9
	Grade 8	299	98.7	53.8	42.9	2.9	0.4	3.3

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 601)				
Students enrolled in high school credit courses (grades 7 & 8)	7.2%	Up from 6.9%	7.2%	14.4%
Retention rate	0.7%	Up from 0.6%	3.8%	2.3%
Attendance rate	93.4%	Up from 93.3%	94.7%	95.2%
Eligible for gifted and talented	17.6%	Up from 15.3%	5.7%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	19.0%	Up from 15.6%	16.4%	14.1%
Older than usual for grade	4.5%	Up from 3.1%	8.3%	4.9%
Suspended or expelled	7.0%	Up from 0.3%	1.4%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 46)				
Teachers with advanced degrees	50.0%	No change	47.4%	47.1%
Continuing contract teachers	58.7%	Down from 65.9%	75.6%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	71.0%	Up from 69.1%	79.0%	84.3%
Teacher attendance rate	93.8%	Down from 97.1%	94.3%	95.0%
Average teacher salary	\$38,928	Down 2.3%	\$38,777	\$39,924
Prof. development days/teacher	12.9 days	Up from 9.0 days	11.4 days	10.7 days

School				
Principal's years at school	1.0	Down from 2.0	2.0	3.0
Student-teacher ratio	21.7 to 1	Up from 10.0 to 1	18.9 to 1	21.0 to 1
Prime instructional time	83.2%	Down from 89.3%	86.3%	88.9%
Dollars spent per pupil*	\$5,742	Down 3.9%	\$6,451	\$5,854
Percent spent on teacher salaries*	62.5%	Up from 61.9%	59.2%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	40.3%	Up from 34.2%	82.5%	94.8%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Parents, students, community and staff members have strengthened Fairfield Middle School's learning community by implementing various initiatives. The school's absolute data revealed small gains in the proficient and advanced categories for the eighth-grade population. However, a high percentage of the student population scored below basic in mathematics and language arts.

The School Improvement Council, along with other staff members, revised the school renewal plan and incorporated research-based strategies to address these deficiencies. Each department developed an ongoing improvement plan, which highlighted pertinent professional developments.

We implemented ninety-minute blocks in mathematics and language arts classes. Next year we will implement five eighty-minute blocks for all disciplines. Fewer transitions during the school day will greatly increase time-on-task for all learners.

The language arts, mathematics, science, and social studies teachers implemented the curriculum mapping initiative this year. They developed and aligned local curricula to state standards. Next year we will thoroughly address strategies to link assessment to instruction.

We provided ongoing remediation through the Communities in Schools and homework center programs. All students will receive remediation in our two new computer labs next year. Parents will have access to technology in the new parent resource center as well. We are constantly searching for innovative ways to increase parental involvement. Parents were invited to Family Math Night and served on the School Improvement Council and Parent Teacher Organization. We formed PAW, Pastors at Work, to bridge gaps between the school and ministerial communities.

The curriculum and teacher specialists have provided technical assistance, which guided the curriculum development process and facilitated the "best practices" institute for the teachers.

We piloted a "universal breakfast in the classroom" program which research has proven increases student achievement and improves discipline. We provided several extracurricular activities for our students: football team, basketball team, cheerleading squad, softball team, baseball team, soccer team, band, chorus, Junior Leadership Institute, academic challenge team, and service-learning projects.

We will continue to "school" for student success as we look forward to next year.

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.